

Banana slugs move around during the day. At night, they sleep in trees or small bushes.

What is that worm-like, slippery-looking creature? It is a banana slug. This creature is an invertebrate (in-VUR-tuh-bruht) because it has no backbone. What a great name! It does look just like a banana.

The banana slug can grow as long as ten inches. It is yellow with dark spots. However, it can change colors because of the food it eats and the water, or moisture, around it. It is a useful plant eater, or herbivore. It eats leaves and dead plant materials, but mushrooms are its favorite!

Prefixes *pre-*, *inter-*, *ex-*

The Ever-Living Tree
Vocabulary Strategies:
Prefixes *pre-*, *inter-*, *ex-*

Read the meaning of each prefix. Then match each word to its correct definition. Write your answer on the line.

Prefix	Meaning	Example
pre-	before	Preheat means <i>to heat before</i> . I <i>preheated</i> the oven before I put the cookies in.
inter-	between, among, together	Interconnected means <i>connected between</i> . The wires were <i>interconnected</i> .
ex-	outside, out of, away from, not, without, former	Ex-president means <i>former president</i> . She is the <i>ex-president</i> of the student council.

- | | |
|------------------------------|---------------------|
| 1. _____ interlocking | a. view before |
| 2. _____ interchange | b. locking together |
| 3. _____ ex-partner | c. change between |
| 4. _____ preview | d. former partner |

The northern spotted owl also lives in the canopy. It feeds on squirrels and small rodents, which means that it is a carnivore, or meat eater. In addition, its brown head, back, and wings are dotted with white. This helps it blend in with the trees, which protects it from other animals.

If you want to hear these birds, you must stay up late. The owl's *who-who* sound becomes a high whistle when it hunts at night. You must wait until sunrise to hear the murrelet's high *keer* sound.

A marbled murrelet sits on its nest.



Screech! Is that a peregrine (PEHR-ih-grihn) falcon or a bald eagle?

The peregrine is a large falcon with pointed, three-foot wings. People know it by its black head and its long tail. Powerful and fast, it hunts smaller birds. When upset, it warns with a *kak-kak-kak* sound.

The bald eagle can make a high, sharp scream or a whistle sound. Its wings spread six to eight feet. It grabs its prey, or victim, with its sharp claws, or talons (TAL-uhnz). This eagle isn't really bald. When it is four or five years old, it grows white feathers that cover its head. Its beak and eyes also turn yellow. Although eagles eat meat, they like fish more.

Until recently, the world only had a few peregrines. But by 1999, its numbers had increased. It was no longer endangered. The bald eagle has also been taken off the endangered list.

Day 3 - Find all of the Text and Graphic Features in "Animals of the Redwood Forest."
You'll find the graphic organizer on the next page.

Responding

TARGET SKILL **Text and Graphic Features**

What text and graphic features does the author use in this book? Think about maps, photographs, and other features that help you better understand. Copy and complete the chart below.

Text or Graphic Feature: ?	Text or Graphic Feature: Caption, p. 5	Text or Graphic Feature: Chickaree photo, p. 9
Purpose: Shows the location of redwood forests.	Purpose: Gives more information about the banana slug.	Purpose: ?

Day 4 - Think about another nature book you've read. What did you learn from it?
Then, follow the instructions below to write about it on the page after next.

Write About It

Text to Text Write an informational paragraph describing what you have learned about nature in another book. Be sure to include a strong beginning sentence and important details.

Name _____ Date _____

Column Chart: _____

Title or Topic _____

Text or Graphic Feature	Text or Graphic Feature Caption, p. 5	Text or Graphic Feature Chickaree photo, p. 9
Purpose Shows the location of redwood forests	Purpose Gives more information about the banana slug	Purpose

NAME:

DATE:

TEACHER/SCHOOL:

ZHAALI EARNED:

DAILY KWL CHART

Today's Lesson:

Redwood Forest

Birds



What I **Know** (*before reading*):

What I Want to Know:

What I Learned (*after reading*):

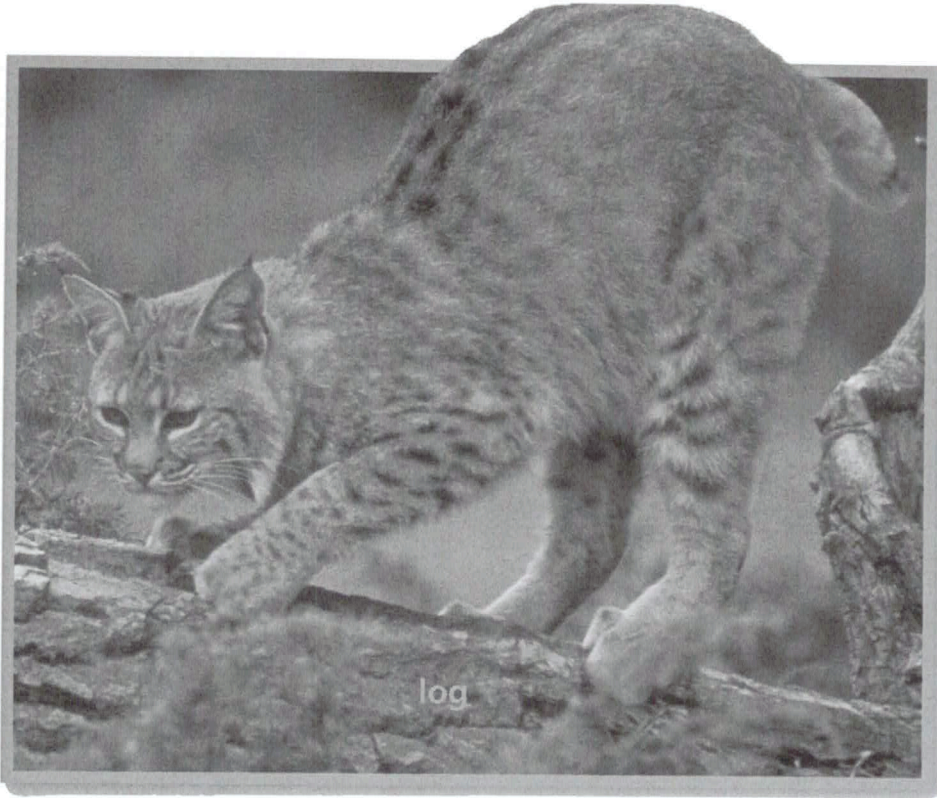
The Forest's Small Mammals

The noisy orange-toothed chickaree is also called the Douglas or pine squirrel. It makes many sounds. One is a soft, wavy sound. When it is only a year old, the chickaree becomes independent.

The chickaree likes to put pinecone seeds in wet logs. It chooses wet logs because it wants to keep its food resources moist and tender. Chickarees may eat enough food to last them for a few days. Then they can hide from bobcats, martens (a type of weasel), and other hunters.



Chickarees like to store their food in wet logs.



The bobcat likes to sleep in a fallen log like this one.

Speaking of bobcats, there are many living nearby! Although this carnivore loves rabbits and hares, it also likes chickarees and other forest rodents and birds.

The bobcat is light or medium brown with dark spots. This animal is an expert hunter. Quiet and patient, the bobcat follows its prey until it suddenly springs, or jumps! The bobcat hunts at night and often sleeps through the day. At sundown, though, this cat is once again on the hunt.

NAME:

DATE:

TEACHER/SCHOOL:

ZHAALI EARNED:

DAILY KWL CHART

Today's Lesson:

Redwood Forest

Small Mammals

What I **Know** (*before reading*):

What I Want to Know:

What I Learned (*after reading*):

The Forest's Large Mammals

The redwood forest has bigger animals that are also important to the forest. Elk and deer are herbivores, or plant-eaters. They eat grass and leaves in the forest's middle layer, or understory. Cougars and black bears hunt these animals.

The cougar is a big, tan member of the cat family. It purrs, growls, and hisses. Sometimes it whistles like a bird! It is also called a mountain lion, puma, or panther. It weighs between 75 and 250 pounds and can be 9 feet long. It can jump 18 feet into a tree and jump onto its prey from 30 feet away. Even birds aren't safe from this hunter.

The Yokuts were a Native American tribe who lived in the redwood forest. They were a civilized, friendly, group. In the tribe's customs, or ways of doing things, men hunted elk or deer. Women and children collected plants and other food.

Even a scary animal like the cougar is afraid of the American black bear. A male bear is two to three feet tall at the shoulders and weighs 150 to 300 pounds. Some can weigh up to 500 pounds! The bear is fast for its size. It can run up to 30 miles per hour.

The black bear is usually quiet, but it can make several friendly grunting noises. It can also click its teeth or blow loudly when it is scared.

Black bears are omnivores that eat plants, fruits, nuts, insects, young deer and moose, and other small animals. Black bears are smart animals. They can smell, see, and hear very well. It is hard to hide from a black bear.

The black bear may seem scary, but it is not mean. Although it will kill animals for food, it likes to be left alone. It will usually stay away from people.

Name: _____

Date: _____

Week of April 27th: Vocabulary Word Scramble

1. PEOORSMCDE _____
2. ACYDE _____
3. PRYE _____
4. PARTREOD _____
5. RURCEPOD _____
6. CRMUNESO _____
7. RNVETERITBEA _____
8. DOEDOWR _____
9. AOWLLSH _____
10. SCUEERRSO _____
11. ONTOIUREPSTIP _____
12. ROEUMTIS _____
13. DNNIDENTEPE _____
14. TVOPAERAE _____
15. NSEED _____
16. MOSUTSC _____
17. NTCTONE _____
18. DIILIZVCE _____

Week of April 27th: Vocabulary Word Search

H F E V L M D E B Z W M Q L D U Z U Y U Q Y W N
B Y Y P L C Q W Y U A H E E I Q P E P Q S D I Y
O X I R O O I Z C R K F C N H X D R T I K X H Z
A S S N Q K U E P M V O V A L T R T O S V R J R
A W E H Z H R C L U M E R C X F A R N X U H I E
L I I N L B F V Y P R D H C I W D Z J E J B N H
N X T C A U Q A O T T A H R A D A O R Y T P H E
B B I O V I C S E H D L Z B F A B R G I K N Z D
P S N N D E E B K P Z M L X L F X P V M A Z O O
A X U S D R R U H K Y W B U Z M L P W X Q X Q C
Q J T U A A R P P R E D A T O R X G O W P R O C
I Y R M T W E W T X X V F O R A N L L E U E R U
T T O E E R D Q T R O J Y A S S D X L B Q S Q D
T H P R N S W S S P R O D U C E R S A N K O R O
N Z P Y C R O C T Z P G W S R O J X H X G U K V
E N O C F G O F M D A V J H H N V M S Q S R A D
D O C W Y W D V C E E V Q T Q G F O I K J C J H
N O P Z Z E W U J I B N J Y E R P I C C S E V P
E G X M E G D J N W O K S H T F H S T E G S S G
P S Y J X L B O F I D N G E Y G S T R M U U K K
E D Q Z T K S R O V O K U W C X E U X D L I T S
D U F F J L L V E T A R O P A V E R D K G S S D
N U E C D I U Q A E Z U M Z G S N E C L Z P Q C
I S M O T S U C I V I L I Z E D E P D V A V S B

decomposer decay prey predator producer consumer invertebrate redwood
shallow resources opportunities moisture independent evaporate dense customs
content civilized

NAME:

DATE:

TEACHER/SCHOOL:

ZHAALI EARNED:

DAILY KWL CHART

Today's Lesson:

Redwood Forest

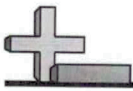
Large Mammals



What I **Know** (*before reading*):

What I Want to Know:

What I Learned (*after reading*):

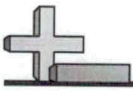


Solve each problem.

- 1) If $9 \times 1 = 9$, then $9,000 \times 1 =$ _____
- 2) If $8 \times 3 = 24$, then $800 \times 3 =$ _____
- 3) If $3 \times 8 = 24$, then $30 \times 8 =$ _____
- 4) If $10 \times 3 = 30$, then $10,000 \times 3 =$ _____
- 5) If $6 \times 4 = 24$, then $6,000 \times 4 =$ _____
- 6) If $5 \times 2 = 10$, then $50 \times 2 =$ _____
- 7) If $8 \times 4 = 32$, then $8,000 \times 4 =$ _____
- 8) If $2 \times 6 = 12$, then $200 \times 6 =$ _____
- 9) If $8 \times 1 = 8$, then $800 \times 1 =$ _____
- 10) If $5 \times 4 = 20$, then $50 \times 4 =$ _____
- 11) If $5 \times 1 = 5$, then $5 \times 100 =$ _____
- 12) If $3 \times 9 = 27$, then $3 \times 900 =$ _____
- 13) If $4 \times 6 = 24$, then $4 \times 6,000 =$ _____
- 14) If $9 \times 6 = 54$, then $9 \times 60 =$ _____
- 15) If $10 \times 10 = 100$, then $10 \times 100 =$ _____
- 16) If $6 \times 1 = 6$, then $6 \times 10 =$ _____
- 17) If $9 \times 8 = 72$, then $9 \times 80 =$ _____
- 18) If $9 \times 4 = 36$, then $9 \times 400 =$ _____
- 19) If $4 \times 3 = 12$, then $4 \times 300 =$ _____
- 20) If $5 \times 10 = 50$, then $5 \times 10,000 =$ _____

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



Find the sum of the problems.

1) $\frac{4}{10} + \frac{3}{100} =$

2) $\frac{5}{10} + \frac{27}{100} =$

3) $\frac{3}{10} + \frac{9}{100} =$

4) $\frac{2}{10} + \frac{12}{100} =$

5) $\frac{11}{100} + \frac{6}{10} =$

6) $\frac{2}{10} + \frac{51}{100} =$

7) $\frac{23}{100} + \frac{4}{10} =$

8) $\frac{7}{10} + \frac{14}{100} =$

9) $\frac{12}{100} + \frac{8}{10} =$

10) $\frac{3}{10} + \frac{37}{100} =$

11) $\frac{12}{100} + \frac{3}{10} =$

12) $\frac{6}{10} + \frac{37}{100} =$

13) $\frac{7}{10} + \frac{28}{100} =$

14) $\frac{2}{10} + \frac{22}{100} =$

15) $\frac{4}{10} + \frac{14}{100} =$

16) $\frac{41}{100} + \frac{2}{10} =$

17) $\frac{7}{100} + \frac{5}{10} =$

18) $\frac{3}{10} + \frac{47}{100} =$

19) $\frac{6}{10} + \frac{25}{100} =$

20) $\frac{6}{10} + \frac{3}{100} =$

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

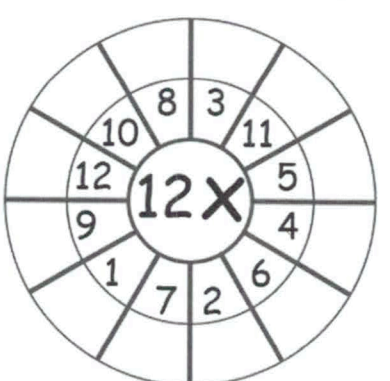
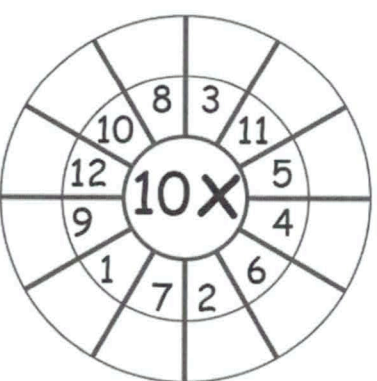
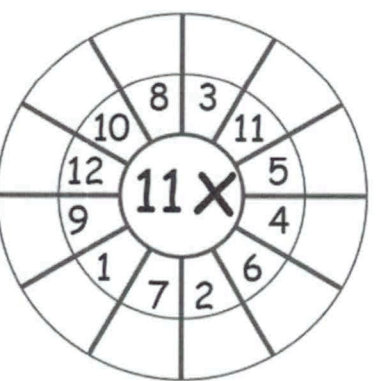
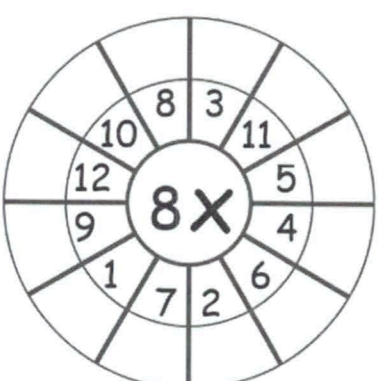
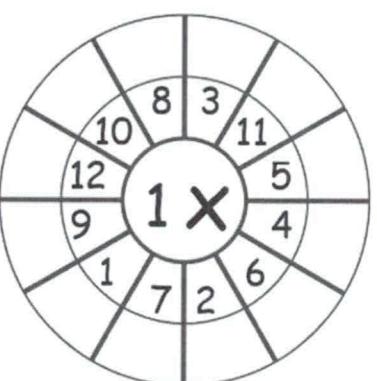
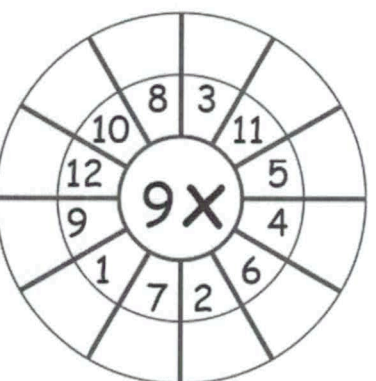
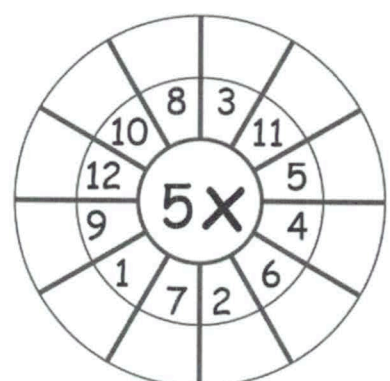
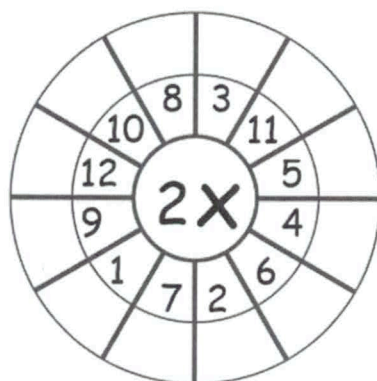
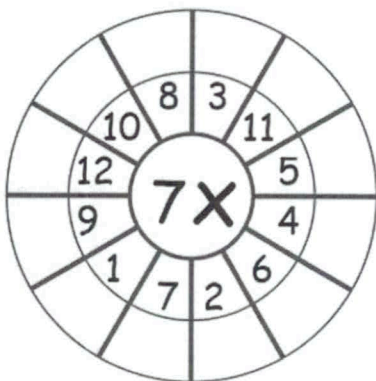
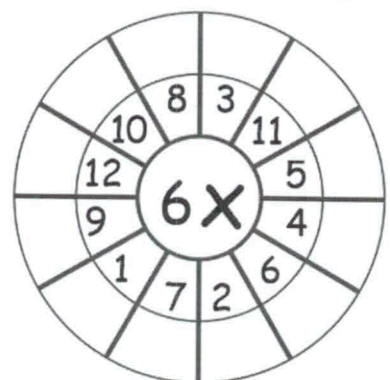
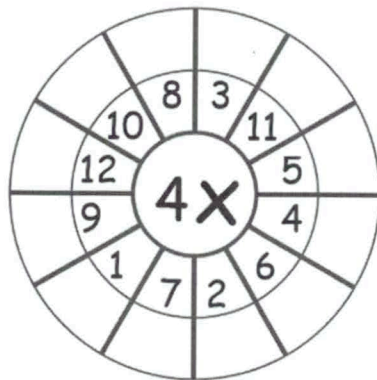
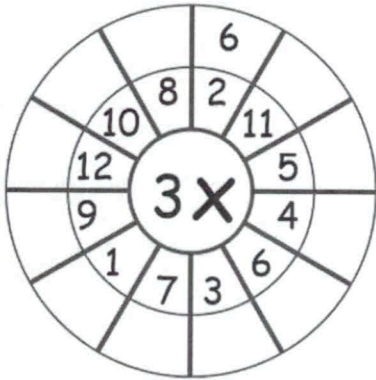
17. _____

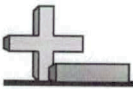
18. _____

19. _____

20. _____

Multiply the numbers by the center number.





Solve each problem.

Answers

$417 \text{ r}1$

$54 \text{ r}1$

$35 \text{ r}2$

$236 \text{ r}1$

$120 \text{ r}5$

$14 \text{ r}3$

$25 \text{ r}4$

$80 \text{ r}5$

$30 \text{ r}6$

1) $7 \overline{) 216}$

2) $9 \overline{) 317}$

3) $8 \overline{) 433}$

4) $9 \overline{) 229}$

5) $9 \overline{) 129}$

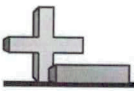
6) $6 \overline{) 725}$

7) $2 \overline{) 835}$

8) $9 \overline{) 725}$

9) $3 \overline{) 709}$

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____

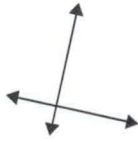


Use 'parallel', 'perp'(perpendicular) or 'inter'(intersecting) to describe the lines.

1)



2)



3)



Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

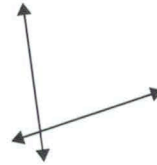
4)



5)



6)



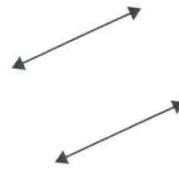
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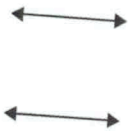
8)



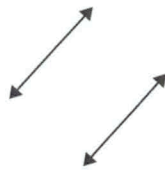
9)



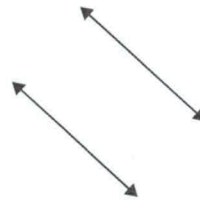
10)



11)



12)



13)

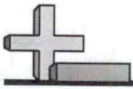


14)

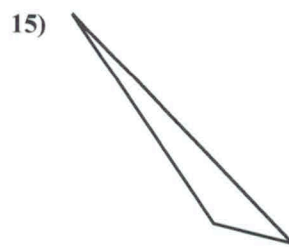
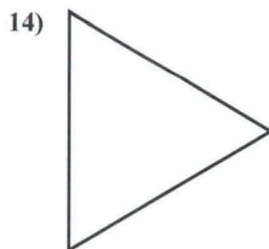
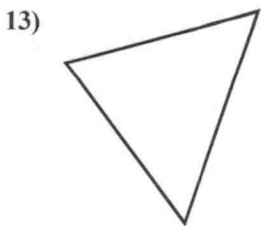
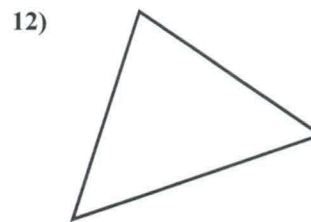
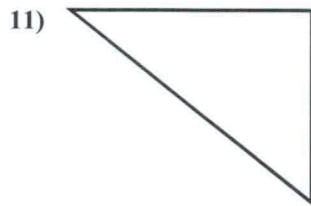
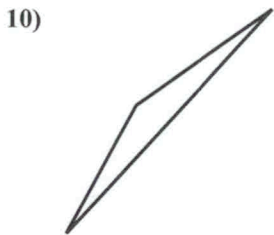
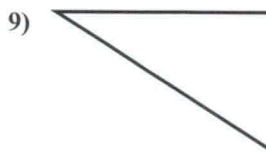
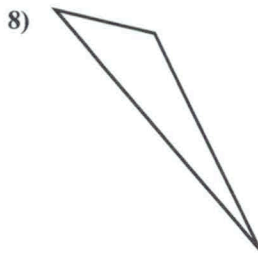
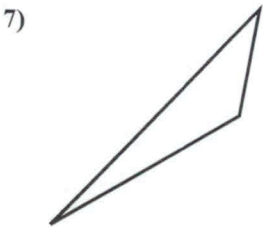
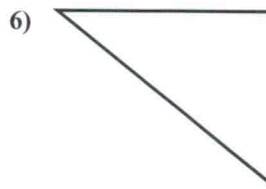
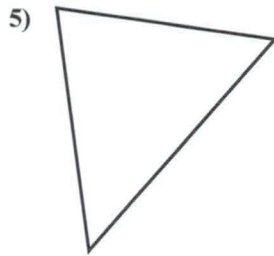
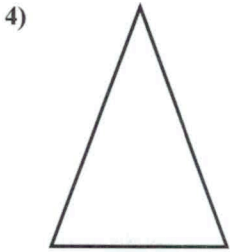
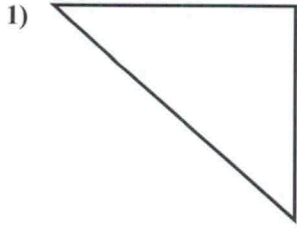


15)





Determine if the triangle shown is a right triangle (yes) or not (no).



Answers

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____

Five Minute Multiplying Frenzy (B)

Name: _____

Date: _____

Multiply each row number by each column number.
(Range 1 to 10)

×	6	1	7	3	10	5	2	9	8	4
10										
8										
1										
9										
3										
5										
4										
2										
6										
7										

×	5	1	6	10	2	9	8	3	7	4
10										
5										
4										
6										
9										
3										
8										
2										
1										
7										

Time: _____

Score: ____/100

Time: _____

Score: ____/100

×	9	3	8	2	7	10	6	4	1	5
5										
2										
4										
9										
7										
3										
1										
6										
8										
10										

×	8	2	1	6	4	9	7	10	3	5
3										
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Time: _____

Score: ____/100

Time: _____

Score: ____/100

Five Minute Multiplying Frenzy (B)

Name: _____

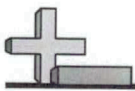
Date: _____

Multiply each row number by each column number.
(Range 5 to 15)

\times	7	13	12	9	15	8	10	11	14	6
9										
6										
7										
15										
13										
14										
12										
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10										
5										

Time: _____

Score: _____ /100



Use subtraction to solve the following problems.

Answers

547

153

160

26

645

394

405

38

42

481

85

879

523

202

255

$$\begin{array}{r} 1) \quad 703 \\ - 222 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 907 \\ - 360 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 902 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 801 \\ - 396 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 705 \\ - 311 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 506 \\ - 346 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 702 \\ - 617 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 208 \\ - 55 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 305 \\ - 50 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 709 \\ - 186 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 703 \\ - 501 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 901 \\ - 863 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 704 \\ - 59 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 407 \\ - 365 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 306 \\ - 280 \\ \hline \end{array}$$

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

APACHE LANGUAGE LESSON PLAN

Teacher: M. Alsenay

The month of MAY 2020

Materials needed: blank whiter paper or lined paper and crayons

5th-3rd grade

2nd-Kindergarten

Spiral: Phrases and words say everyday by student as much as they can remember is sufficient

Da'gote-(how are you)? **Da'gostig**-(I am okay). **Shii' Indee is'shlee shil nzhoo**-(I love being Apache).
In Apache Language-The Pledge of Allegiance (hanging up by the flag).
Body Parts in Apache, Counting in Apache, Colors in Apache, Days of the Week in Apache,

LEARNING GOAL: Students will learn and/or demonstrate their mastery of the Apache Language lesson by reading, speaking, writing, or listening via vocabulary words, and/or phrases rehearsed:
Students should be able to read the following story and vocabulary words for a Mother's Day Card.

Mother's Day phrases for a card:

Shi' Maa-My Mother

Shi'maa shil nzhoo-I love My Mother

Shi'da'silij yé sha'aile'-She feeds me when I am hungry, **Shi'diyage aldo shá áyile'**-She provides my clothes,

Shi'Maa denzhoone'-my mother is beautiful

Shil Nzhoo Shi'maa-I Love You Mom

I DO/ADULT:

I will demonstrate how to read the story in Apache Language and in English.

I will demonstrate the pronunciation of each Apache Language phrase for the Mother's Day card

YOU DO TOGETHER: Say each word together and/or with other siblings at home.

I will demonstrate how to read the story in Apache Language and in English.

I will demonstrate the pronunciation of each Apache Language phrase for the Mother's Day card

I Do (Independent)

Student will color the picture and sign the card with their name.

On a separate piece of paper or lined paper the student will write the mother's day phrases in the Apache Language (use what is available at home).

Parents/Guardians: please use these words while at home as much as possible. Or pick a certain time of day to have the child repeat the words or phrases to you, sibling, or grandparent. So they can keep up and not loose what we have learned this year.

End of the lesson ask the student: Two ways to say *Thank-you in Apache Language?*

And How do you say: *See you later in Apache Language?*

Review words:

Yaa-sky

Yaak'os-clouds,

Dzil Ligai Si'an-White Mountain

Zas-snow

tunlii-river

dzil K'ee-aspen tree

Dilchi-pine tree

gad-cedar tree

t'iis-cottonwood tree

Gowa-wickiup

kih-house

tal'toh-ramada

Shiima Ch'ich'it Nayilaa

Mother Gets Acorn

Shiima ta' íí bit'eké nzaagyú

My mother and her friend traveled far to pick

onat'ash chich'il nadayilago tats' aa'

acorns to fill the basket.

yiyi hadayidibih. Chich' il qat

After the acorns have been picked,

nahásdllaago nt'ée'go alde', hik'aa

They are cleaned, shelled and ground

áíye' hilzhó áíkédégo hik'azhgo

very fine. The ground acorn is

hik'aa. Isaa' biyi' chich'il hi itch'i'

stored in a cool place in a container,

nijah gonezk'azyu sine'go, áíye'

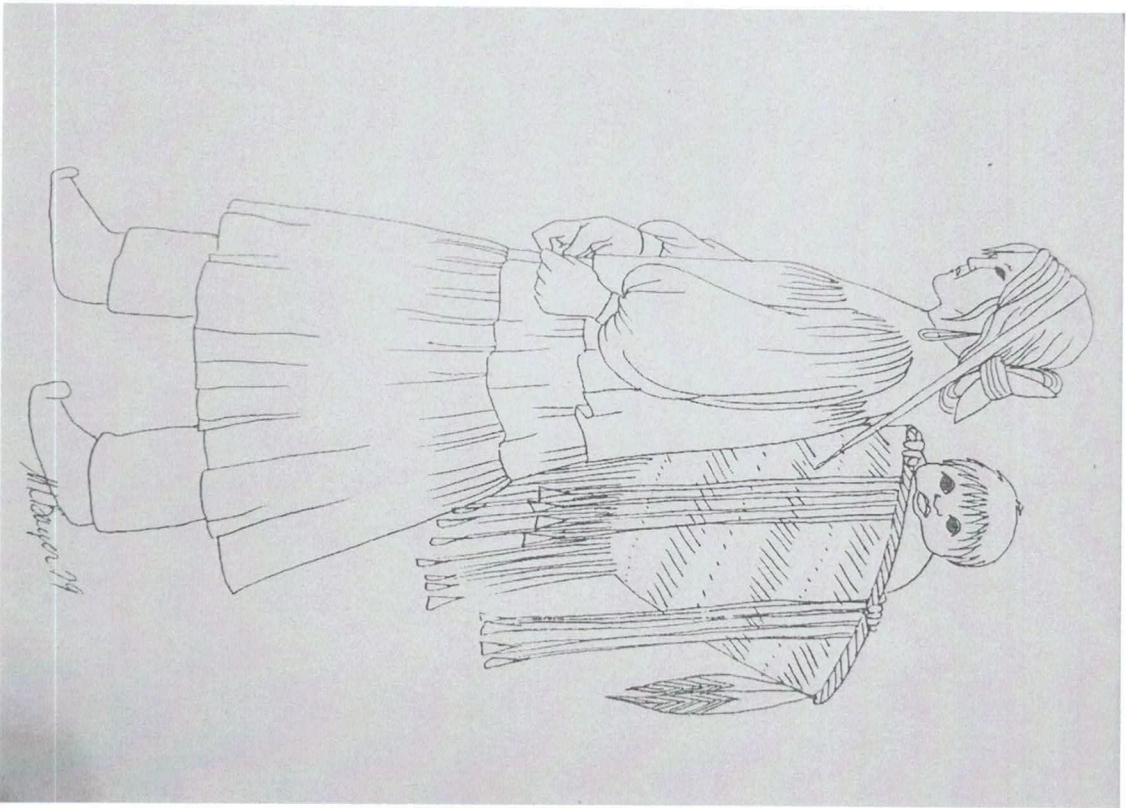
ready to be used anytime. Acorns are Apache

dak'íí hachit'i'ye hanáchijii.

food and are used to flavor stew.

Ch'ich'it hí, itoo' bit' nadigeed Ndee

Bi'idan at'ée'.



Shi'Maa (My Mother)

Shi'Maa

My Mother,

Shi'diyage' aldo shá ayile',

She provides my clothes,

Shi'maa

My Mother

Shi dá silijǐ ye' shá aile'

Feeds me when I'm hungry,

Shi'maa denzhoone'

My mother is beautiful

Shi'maa, shi' shit nzhoo

My Mother I love you,

Dear Parents/Guardians,

I'd like to thank you for your help in making sure our students remain creative during this time of school closures. Art is an important part of a child's growth, so it is great to know that they are continuing their art work at home. For this month of May, we have some artwork that has to do with summer activities as well as an opportunity to study another culture in a far away land. The projects for May require a specific set of materials that I hope you can help the students obtain. Having been closed for so long and with so many students, the Whiteriver Elementary School will need some assistance from you to ensure students acquire those materials. Some tools to keep on hand include scissors, markers, crayons, and glue. Construction paper and drawing paper are also always good to keep on hand. With this list of materials completed you can be sure that the children will have so much fun art to make. Once again, thank you for helping the students reach their academic and artistic goals from home.

Sincerely,

Mr. Rocky-WES Art Teacher

NAME:

DATE:

TEACHER/SCHOOL:

ZHAALI EARNED:

DAILY KWL CHART

Today's Lesson:

Redwood Forest

Insects & Slugs

What I **Know** (*before reading*):

What I **Want** to Know:

What I **Learned** (*after reading*):

The Birds of the Redwood Forest

The Stellar's jay is easy to find. It is both common and noisy! This large bird has a deep blue body and a black head. Because it rains often in the forest, this bird has many opportunities, or chances, to gather mud for its nest.

Like other kinds of jays, the Stellar's jay is an omnivore. That means it eats both plants and animals. It eats nuts and seeds, but it eats spiders and small animals, too. It also eats the eggs and babies of other birds.

Sometimes this jay will eat marbled murrelet babies. The murrelet is a type of bird that is endangered, or in danger of dying out. It lives in the top layer, or canopy, of the forest.

Listen for the pileated woodpecker's loud, ringing call. To find ants, it makes holes in trees. Sometimes these rectangle-shaped holes are so deep that small trees break in half!